



CHILD CARE INFORMATION CENTER NEWSLETTER

ISSUE NO. 23

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CELEBRATING DIFFERENCES

Busy as we are, it would be nice if multicultural education would be as simple as a recipe book. We all know the best recipe is the one that is chosen after careful consideration and fine tuned to our preferences. So it goes with multicultural education. There are guidelines in some of the basic curriculum books in this newsletter. But implementing an anti-bias curriculum will involve reading, attending workshops, reflecting and fine tuning activities and the environment. Our overall goal is to prepare our children to thrive in a multicultural society. There is no recipe book because what you do will depend on the children in your program and as always your strengths as a provider.

Multicultural education is helping children to like themselves just the way they are. It is helping them to feel lovable and capable. It includes teaching them about their ethnic heritage. It helps them to understand there are many different kinds of families and that these are all potentially healthy places for kids to grow up. It is helping them to understand that culture comes from parents, family, and community. It is helping them learn to appreciate each other's differences, to respect others and to learn to stand up for themselves and others.

Multicultural education exposes children to new experiences and materials that might not be part of their daily life experience. Rather than planning a week to study African Americans, these cultural aspects are integrated into music, art, science, math, and cooking activities. It is not the tourist approach. Rather than studying other countries, it focuses on ethnic diversity through positive images and experiences with Mexican-Americans, Japanese-Americans, etc.

It is important that you offer children these opportunities. Begin by requesting some of the resources in this newsletter.

A future newsletter will cover these areas:

CHOOSING BOOKS FOR CHILDREN

NON-SEXIST PROGRAMMING

INTERGENERATIONAL PROGRAMMING

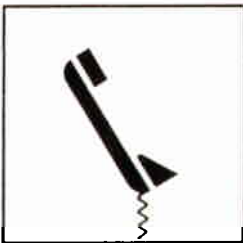
STATE OF WISCONSIN CHILD CARE INFORMATION CENTER

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The Child Care Information Center is a project funded by the Bureau for Children, Youth and Families, Division of Community Services, Wisconsin Department of Health and Social Services.

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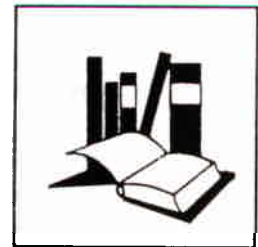
To borrow any of the books or tapes, or to receive the free articles or brochures listed in this newsletter, call the Child Care Information Center at 1-800-362-7353. In the Madison area call 266-1164. Our loan period for books is two weeks. The loan period for tapes is one week. We will ship them to you by UPS as soon as they are available. We use UPS because it is expedient, thus more child care providers can see and use the books and tapes from a newsletter due to quicker turn around time. The only cost to you is the postage to return the books or tapes by library rate postage. Save the padded envelope the book arrives in (or the foam or bubble envelope the tape arrives in) and if it is in good condition, recycle it by using it to return the borrowed item.

RESOURCES FOR STAFF

To borrow these books, phone the Child Care Information Center toll-free 1-800-362-7353 or in the Madison area 266-1164. Please return books promptly after two weeks of use.

BASIC ANTI-BIAS CURRICULUM GUIDELINES

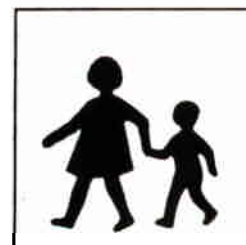
1. **ANTI-BIAS CURRICULUM: TOOLS FOR EMPOWERING YOUNG CHILDREN.** Louise Derman-Sparks and the A.B.C. Task Force. This is the basic text everyone interested in an anti-bias program will want to have. It discusses why we should have an anti-bias program, and gives activity suggestions. It includes creating an anti-bias environment, working with two year olds, learning about racial differences and similarities, learning about disabilities, learning about gender identity, learning about cultural differences and similarities, holidays in an anti-bias curriculum, and a wonderfully annotated listing of children's books. This book would be a useful resource for evaluating other books on "multicultural programming". You may borrow this book from CCIC 1-800-362-7353 or 266-1164, or purchase a copy from WECA, 1-800-783-9322 or 608-257-0909.
2. **CARING FOR CHILDREN IN A SOCIAL CONTEXT: ELIMINATING RACISM, SEXISM, AND OTHER PATTERNS OF DISCRIMINATION.** The Multicultural Project for Communication and Education. This 33 page booklet includes suggestions for the classroom including avoiding the holiday syndrome and activities which focus on people's differences and samenesses.
3. **DIVERSITY IN THE CLASSROOM: A MULTICULTURAL APPROACH TO THE EDUCATION OF YOUNG CHILDREN.** Frances E. Kendall. Discusses child development and guidelines for dealing with race in the classroom. Lists suggestions for a unit on affirming cultural diversity. Guidelines for selecting children's books and materials, and a classroom environment checklist. A bibliography of children's books is included.
4. **HELPING CHILDREN LOVE THEMSELVES AND OTHERS: A PROFESSIONAL HANDBOOK FOR FAMILY DAY CARE.** The Children's Foundation. Stresses the anti-bias, multicultural approach with concrete suggestions for providers. Includes a listing of annotated children's literature, annotated adult resources, companies with anti-bias or multicultural books, and organizations.
5. **HELPING CHILDREN LOVE THEMSELVES AND OTHERS: A RESOURCE GUIDE TO EQUITY MATERIALS FOR YOUNG CHILDREN.** Janet Brown McCracken Ed. The Children's Foundation and Women's Educational Equity Act Program. This is the resource section of the professional handbook, item number 4 in this newsletter, published separately. It includes a checklist for selecting books, toys, and materials, an annotated bibliography of children's literature, an annotated bibliography of adult resources, and a list of companies and organizations with anti-bias resources.



6. **ROOTS AND WINGS.** Stacey York. Multicultural activities for the classroom that are not the tourist approach. These activities focus on things children are interested in and concepts they are capable of understanding. A discussion of how culturally based family patterns, childrearing practices, and values may influence your classroom is presented in chart form with suggestions for culturally responsive child care.
7. **TEACHING AND LEARNING IN A DIVERSE WORLD: MULTICULTURAL EDUCATION FOR YOUNG CHILDREN.** Patricia G. Ramsey. A useful discussion of incorporating a multicultural perspective into the classroom and what is developmentally appropriate multicultural education for young children. Pet lovers will like the example of a multicultural approach to learning about pets. Chapters are included on experiencing diversity through holidays and bilingual education. Both practical suggestions and theoretical, easy reading, a rich resource.
8. **TRUSTING TODDLERS.** Anne Stonehouse, ed. In this comprehensive book on caring for toddlers, there is one chapter on multicultural programming.

UNDERSTANDING OURSELVES AND OTHERS

9. **A BIBLIOGRAPHY OF SELECTED RESOURCES ON CULTURAL DIVERSITY: FOR PARENTS AND PROFESSIONALS WORKING WITH YOUNG CHILDREN WHO HAVE, OR ARE AT RISK FOR, DISABILITIES.** National Early Childhood Technical Assistance System(NEC*TAS), 1989. The printed resources and organizations in this document address special needs from a cultural perspective. Resources are listed in a general information section and then according to these ethnic populations: Asian/Pacific Islander, Black, Hispanic, and Native American/Alaska Native. 51 pages.
10. **A TEACHER'S GUIDE TO STICK UP FOR YOURSELF.** Gerri Johnson, Gershen Kaufman, and Lev Raphael. Ten sessions are outlined. Each session is designed to help children age 8-12 develop personal power.
11. **BLACK CHILDREN: SOCIAL, EDUCATIONAL, AND PARENTAL ENVIRONMENTS.** Harriette Pipes McAdoo and John Lewis McAdoo. 1985, Sage publications. Valuable information for those who are concerned about the optimal growth and development of Black children. Synthesizes research on issues and theories of concern to parents and professionals and provides an overview of factors unique to Black families. A theme throughout is the impact of economics on Black families.
12. **CONNECTING: FRIENDSHIP IN THE LIVES OF YOUNG CHILDREN AND THEIR TEACHERS.** Dennie Palmer Wolf, Ed. Discusses stages of children's friendships and coping with difficulties in children's peer relationships. Friendships across differences--gender, age, handicaps, the bossy child, and the slow to approach child. Includes a chapter on how friendships are encouraged in Italian preschools.
13. **DISCOVERING THE WORLD: EMPOWERING CHILDREN TO VALUE THEMSELVES, OTHERS AND THE EARTH.** Susan Hopkins and Jeffry Winters, Eds. Emphasizes ways to enable children to resolve conflicts, expand their awareness of the environment and other cultures, and to think about peace. Each unit is presented in chart form with art, science, music, fine and large muscle, and language activities.



14. **HELPING KIDS CARE.** Camy Condon and James McGinnis. Peacemaking, global awareness, aging awareness, and disability awareness activities primarily for schoolage children. A few are for preschool children. A wonderful bibliography accompanies each well outlined activity.
15. **KEEPING THE PEACE: PRACTICING COOPERATION AND CONFLICT RESOLUTION WITH PRESCHOOLERS.** Susanne Wichert. The book begins by asking you to look at your personal values, discusses setting up the physical environment, defining limits, interacting with children, and helping children develop clear communication skills and helping children learn to negotiate their problems with each other. The book ends with 30 activities designed to encourage cooperative task completion, improve communication skills, increase body awareness, affirm children and allow them to affirm each other, increase understanding of others' feelings, and experience reaching consensus.
16. **INCLUDING ALL OF US: AN EARLY CHILDHOOD CURRICULUM ABOUT DISABILITY.** Froschl, Colon, Rubin, and Sprung. Activities to create an inclusive classroom that provides opportunities for every child to develop his or her full potential regardless of sex, race, or disability.
17. **PARACHUTE PLAY.** Liz and Dick Wilmes. Use a parachute or large bed sheet to teach cooperation. Parachute play increases children's ability to follow directions, use language, join group activities, develop muscle control and remain in control during very active play.
18. **PLAY TOGETHER, GROW TOGETHER: A COOPERATIVE CURRICULUM FOR TEACHERS OF YOUNG CHILDREN.** Don Adcock and Marilyn Segal. 67 activities that focus on the early development of social skills, such as sharing, cooperating, playing in a group, and making friends.
19. **SKILLSTREAMING THE ELEMENTARY SCHOOL CHILD.** Ellen McGinnis and Arnold P. Goldstein. This book outlines methods for teaching 60 prosocial skills. Areas addressed are classroom survival skills, friendship making skills, skills for dealing with feelings, skill alternatives to aggression, and skills for dealing with stress.



20. **THE COOPERATIVE SPORTS AND GAMES BOOK: CHALLENGE WITHOUT COMPETITION.** Terry Orlick. This book includes a chapter on cooperative games from other cultures as well as cooperative play with preschoolers, games for children 3-7, and games for children 8-12. It even includes a section on creating your own games.
21. **THE OTHER SIDE OF THE REPORT CARD: A HOW-TO-DO-IT PROGRAM FOR AFFECTIVE EDUCATION.** Larry Chase. This affective education book outlines objectives and activities in the following areas: friendship, fear, sensory awareness, trust, attention, self-control, tolerance, behavior, goal setting, self-disclosure, personal strengths, promises, taking tests, roles, successes, moral judgement, identifying concerns, problem solving, self-concept, study skills, boys and girls, survival, lying, and decisions. For school age children.
22. **THE SECOND COOPERATIVE SPORTS AND GAMES BOOK.** Terry Orlick. More games from a variety of cultures.

23. **TRIBES: A PROCESS FOR SOCIAL DEVELOPMENT AND COOPERATIVE LEARNING.** Jeanne Gibbs. This book is full of activities for grades K-adult. Five or six children comprise a tribe that works together each day throughout the school year. Children who maintain longterm membership in a tribe will improve their self-image, behave more responsibly, and increase their academic achievement. Useful for schoolage programs. Selected activities would be useful for adult inservice.
24. **YOUNG PEACEMAKERS PROJECT BOOK.** Kathleen M. Fry-Miller and Judith A. Myers-Walls. Well grounded in the core values of humane relationships, this book will create a sense of wonder, creativity, and caring among children. Activities in the no two people are alike, people who need people, people all over the world, be a friend, and when things don't work out sections would support a multicultural program. Activities are clearly outlined with goals listed for young children, early elementary, and older elementary children.

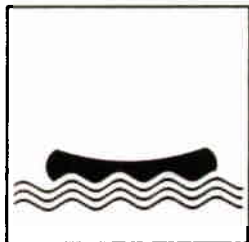
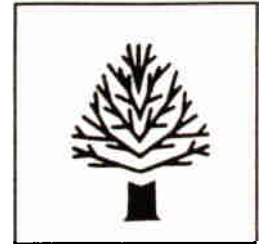
APPRECIATING OUR CULTURAL HERITAGE

25. **A BOOK OF FAMOUS BLACK AMERICANS.** Carol Taylor Bond. Complete units are centered around each famous American. Units include activities, songs, fingerplays, games, poems, flannel board activities, recipes, and patterns. For use with age 4-8.
26. **AFRICATOWN, USA.** Addie E. Pettaway. This booklet describes the African-American culture in Africatown, Alabama. The religion, occupations, arts and crafts, folk medicine, music, folk tales, and architecture of this community from 1859-1920 are described. Africatown is unique because it is one of the few places in America where most residents can collectively trace their lineage to a group of pure Africans.
27. **ALERTA: A MULTICULTURAL, BILINGUAL APPROACH TO TEACHING YOUNG CHILDREN.** Leslie R. Williams and Yvonne De Gaetano. ALERTA stands for A Learning Environment Responsible To All. The book is a guide to assist you in developing a curriculum from observations of children in the context of their cultures and communities. It is based on the belief that education will have its greatest effect if it is designed to use the experience each child brings to the classroom.



28. **CHILD CARE COOKS: SIMPLE SOUTHWEST NUTRITIOUS AND SUPER DELICIOUS RECIPES.** Published by the Santa Fe New Mexico Food Program, this cookbook has recipes with a southwestern flare.
29. **CULTURAL AWARENESS FOR YOUNG CHILDREN.** Earldene McNeill, Velma Schmidt, and Judy Allen. This book lists activities for exploration of these cultures: Asian, African, Cowboy, Eskimo, Mexican, and Native American. There is a bibliography for each culture listing children's and adult books, music, and posters.
30. **CULTURE AND CHILDREN.** Texas Department of Human Resources. Activity suggestions for integrating multicultural concepts and experiences into all areas of the classroom. Focuses on six cultural groups: Asian, Black, German, American Indian, Mexican, and Vietnamese.

31. **INFANT/TODDLER CAREGIVING: A GUIDE TO LANGUAGE DEVELOPMENT AND COMMUNICATION.** J. Ronald Lally, Ed.D., Peter L. Mangione, Ph. D., and Carol Lou Young-Holt, M.A., Eds. Emphasizes that the home language and culture of children play a vital role in their early development and care.
32. **INFANT/TODDLER CAREGIVING: A GUIDE TO CREATING PARTNERSHIPS WITH PARENTS.** Mary B. Lane, Ph. D. and Sheila Signer. Information to help caregivers develop partnerships of mutual trust and respect with families. Included are studying the family in its culture, involving families in the program, helping families under stress, and handling difficult issues.
33. **KEEPERS OF THE EARTH.** Michael J. Caduto and Joseph Bruchac. Native American stories and environmental activities. Most of the activities are for schoolage children, a few would be appropriate for preschool children. The activities engage a child's whole self: emotions, senses, thoughts, and actions. They focus on sensory awareness of Earth, understanding of Earth, caring for Earth, and caring for people. The units are creation, fire, earth, wind, weather, water, sky, seasons, plants and animals, life, death, spirit and unity of the earth. The introduction has useful tips on telling stories and conducting outdoor field trips.
34. **MULTICULTURAL COOKING WITH KIDS.** Lakeshore Materials Company. Two recipes from each of 14 countries.
35. **RETHINKING COLUMBUS.** A special edition of Rethinking Schools. Native Americans tell their side of the story through interviews, poetry, and stories. Draws attention to how history lessons often neglect the lives and perspectives of all the "others": people of color, women, working class people and the poor. Reviews books on Columbus for grades 2 and up. Suggests activities for getting 4th graders and up to think critically and refuse to be passive consumers of official stories.
36. **TEENY-TINY FOLKTALES.** 15 folktales from around the world with patterns for flannelboard characters.
37. **THE HMONG IN AMERICA: WE SOUGHT REFUGE HERE.** Peter and Connie Roop. This book prepared by the Appleton, WI School District describes the history of the Hmong in Vietnam, their flight after the war ended, information about their culture, and the challenges they face maintaining it and adjusting to life in the U.S. Includes first person narratives of youth.



38. **THE MISHOMIS BOOK: THE VOICE OF THE OJIBWAY.** Edward Benton-Banai. This book is written by an Ojibway educator. It allows you to listen in on 13 stories which come out of the oral tradition, describing the values of the Ojibway culture and significance of the Ojibway ceremonies. Recommended for reading to school age and for adults.
39. **KEEPERS OF THE ANIMALS.** Michael J. Caduto and Joseph Bruchac. This book contains 20 stories based on Native American legend, one is an Ojibway story. What we glean from this book is an appreciation of animals and creativeness in helping children to get in touch with the animal world around them. Most of the activities are for school age children, but many are suitable for or can be adapted for younger children. Examples would be making a spider web from a hula hoop and talking about how spiders catch their prey or soaring like an eagle. An excellent reference book for activities about animals found in Wisconsin.

40. **TOTALLY WINTER.** Sherrill B. Flora. Christmas, Hanukkah, and Dr. Martin Luther King Day activities, as well as other winter activities. Pre-K -Grade 2.
41. **UNDERSTANDING THE MULTICULTURAL EXPERIENCE IN EARLY CHILDHOOD EDUCATION.** Olivia N. Saracho and Bernard Spodek, Eds. This NAEYC book discusses socialization, family values and educational implications for Mexican-American, Afro-American, Native-American, and Asian-American children. It includes a discussion of bilingualism and counteracting racism and sexism in children's books.

AUDIOVISUAL RESOURCES

To borrow these audiovisuals, call the Child Care Information Center toll-free at 1-800-362-7353 or in the Madison area 266-1164. If you need a video for a specific date, please give us that date. Please return tapes promptly after one week of use.

ANTI-BIAS AUDIOVISUAL RESOURCES

42. **ANTI-BIAS CURRICULUM.** Louise Derman-Sparks. VHS 30 min. + discussion guide. Teachers in four classrooms of 2-5 year olds show you a new approach for integrating education about diversity into activities you already do with children to help them learn positive attitudes and challenge bias. Contrasts color denial, multicultural, no-bias, and anti-bias approaches. Discussion guide suggests topics for further thought and action.
43. **ANTI-BIAS CURRICULUM: TOOLS FOR EMPOWERING YOUNG CHILDREN.** VHS, In a keynote address at the 1990 WECA conference, Louise Derman-Sparks describes three inappropriate approaches to diversity. These are the dominant culture centered approach, the difference denial approach, and the tourist approach. She suggests that our goals with children should be to help children develop a knowledgeable, confident self concept, to help children develop critical thinking about bias, to help children develop empathetic interactions with diversity, and to help children to stand up for themselves and others. Our efforts should be incorporated into the curriculum, woven into what we are already doing, and developmentally appropriate. We should look for teachable moments and create an environment for them to occur.
44. **CARING FOR CHILDREN, PART 9: ENHANCING SELF-ESTEEM AND RESPECTING DIVERSITY.** Walter (Chip) Donohue and Jim Shaw, UW-Extension. VHS, 30 min. Watch and listen as caregivers support and encourage children's positive feelings about themselves. Learn why self-esteem is so important and what the caregiver's role is in enhancing it and in teaching respect for diversity.
45. **CROSS-CULTURAL PERSPECTIVE ON AMERICA'S CHILDREN AND THEIR FAMILIES.** Jennifer James. Audiocassette, 65 min. In this speech to the National Council on Family Relations, Jennifer James, author, lecturer, and anthropologist, talks about some of the huge shifts American society is undergoing, gives us an idea of how our children will be different from us, and describes the interpersonal aptitudes not measured by the Scholastic Aptitude Test that will be valued in the future.



46. **CULTURAL RESPECT AND RESPONSIVENESS: PRINCIPLES OF CULTURALLY RELEVANT AND DIVERSE PROGRAMMING.** VHS, 59 min. Reviews and shows in action ten principles adapted from the Head Start Multicultural Task Force and used on the Flathead Reservation in Montana.
47. **CULTURE AND EDUCATION OF YOUNG CHILDREN: A DISCUSSION WITH CAROL PHILLIPS.** VHS, 15 min. A look at how child care programs can build respect for cultural diversity and use this diversity to enhance children's learning.
48. **SWIMMING WITH THE CURRENT INTO THE 21ST CENTURY.** Marlene Cummings. VHS, 55 min. In this keynote address from WECA's 1989 State Conference, Marlene Cummings, educator, human relations consultant, and Secretary of the Wisconsin Department of Regulation and Licensing, talks about how important it is to feel good about yourself and how important child care providers are in building self-esteem and respect for differences in young children.

NATIVE AMERICAN AUDIOVISUAL RESOURCES

49. **CHILDREN OF WIND RIVER.** VHS, 30 min. This documentary from Wyoming Public Television shows scenes of Head Start and other preschool programs that provide services to Shoshone and Arapahoe children on the Wind River Reservation in central Wyoming. Tribal council members, judges, social workers, teachers, and parents explore problems facing families and tell how this community is working to create a better future for their children.
50. **FAMILY STRUCTURES: THE KEY TO RESPONSIBILITY.** VHS, PART I, 20 min; PART II, 32 min. are on one tape. Ron Therriault, Native American Studies instructor at Salish Kootenai College in Montana discusses family roles and responsibilities of the Salish. Part I examines the traditional teachings of responsibility in the nuclear family compared to techniques used today. Part II focuses on extended family teachings and changes in family structure and culture after contact with European settlers.
51. **SUPPORTING CHILDREN FROM DYSFUNCTIONAL FAMILIES: ENDING THE CYCLES OF HURT, PART II.** VHS, 51 min. This tape focuses on drug abuse prevention in order to end the perpetuation of generational substance abuse. Teaching children to just say no or using scare tactics are not effective in curbing children away from chemical abuse. Explores five messages made culturally relevant for the Salish and Kootenai Native Americans in Montana.
52. **SUPPORTING CHILDREN FROM DYSFUNCTIONAL FAMILIES, PART I.** VHS, 30 min. Parents with dysfunctional families fail to meet their children's basic needs. These children are raised lacking in self-esteem, guidance, cultural values, and problem solving skills. Presents important and culturally relevant ways child care teachers can best support and encourage Native American children who come from dysfunctional families.
53. **VOICES OF THE PEOPLE.** VHS, 60 min. Four Flathead Reservation parents and professionals discuss stereotypes, racism, child abuse, alcoholism and other contemporary issues facing many Native Americans. They talk about the positive parts of being Native American they wish to pass on to their children, and about the need to combat stereotypes among both Native Americans and non Native Americans. Their goal is to develop warrior values for today (honesty, courage, thoughtfulness) and to recover the beauty, and do away with the damage done to and by their culture.



Please watch future newsletters for the availability of these videos in production by the California Department of Education. They are to be released later in 1992.

CULTURALLY SENSITIVE CARE FOR INFANTS AND TODDLERS

SHARING THE CARE: PARENT-PROVIDER RELATIONSHIPS IN INFANT/TODDLER CARE

ARTICLES

We will send you free one copy of the following articles. Please request by the number in front of the item. Phone toll-free 1-800-362-7353 or in the Madison area 266-1164.

PROGRAM IDEAS AND GUIDELINES

54. **"ANTI-BIAS CURRICULUM IN EARLY CHILDHOOD EDUCATION"** Summary of notes taken at Louise Derman-Sparks' keynote address at the 1992 Midwest AEYC Preconference, May 6, 1992, Milwaukee, Wis. Derman-Sparks gave an update on the anti-bias curriculum, described three dimensions she now feels are necessary in anti-bias work, and discussed four stages a program goes through in implementing an anti-bias curriculum.
55. **ARE YOU SENSITIVE TO INTERRACIAL CHILDREN'S SPECIAL IDENTITY NEEDS?** Francis Wardle. *Young Children*, January 1987. Advises early childhood educators to consult parents about the child's heritage and how to handle it. Lists 18 ways early childhood educators can provide a supportive environment.
56. **BUNNY EARS AND CUPCAKES FOR ALL--ARE PARTIES DEVELOPMENTALLY APPROPRIATE?** Francis Wardle. *Child Care Information Exchange*, August 1990. Gives guidelines for parties for children and suggests other ways to celebrate cultural and ethnic richness.
57. **CHRISTMAS PROGRAMMING IN SCHOOLS: UNINTENDED CONSEQUENCES.** Steven A. Gelb. *Childhood Education*, October 1987. Focuses on unintended negative consequences of the Christmas curriculum in the lives of children and argues that current practices are detrimental to both Christian and non-Christian children.
58. **DO YOU HAVE CULTURAL TUNNEL VISION?** Janet Gonzalez-Mena. *Child Care Information Exchange*, July/August 1991. Discusses examples of ways culture impacts child caregiving, discusses the culturally assaultive environment, and that our goal should be to produce bicultural children.
59. **ENDORING CHILDREN'S DIFFERENCES: MEETING THE NEEDS OF ADOPTED MINORITY CHILDREN.** Francis Wardle. *Young Children*, July 1990. Describes ways parents and the child care program can support the cultural identity of the biracial child.
60. **EVERY CHILD IS SPECIAL.** Karen Chia-Yu Liu. *First Teacher*, October 1990. Describes myths regarding Asian children and tips for communicating in ways that respect cultural values.

61. **GOING ONE STEP FURTHER: NO TRADITIONAL HOLIDAYS.** Bonnie Neugebauer. Child Care Information Exchange, August 1990. This single page article suggests three problems with concentrating on major holiday celebrations and suggests alternative celebrations that are developmentally appropriate for children.
62. **GUIDELINES FOR ANALYZING MATERIALS AND ACTIVITIES FOR AUTHENTICITY.** Ruth A. Gudinas, Dorothy W. Davids, and Rebecca Bass Kaiser. A one page summary in chart form. Useful to analyze whether the activities you have planned to help children learn about people and other cultures are authentic.
63. **MEETING THE CHALLENGE OF DIVERSITY.** Elizabeth Jones and Louise Derman-Sparks. Young Children, January 1992. Outlines five inappropriate approaches to diversity and how you can begin making changes. Includes anti-bias environment checklist.
64. **MULTICULTURAL CURRICULUM.** Karen Haas-Foletta and Michele Cogley. From the book, "School-Age Ideas and Activities for After School Programs", this reprint gives guidelines for schoolage multicultural programs.
65. **MULTICULTURAL EDUCATION IN EARLY CHILDHOOD.** Patricia G. Ramsey. Young Children, January 1982. This article gives us guidelines for enhancing self-concept and cultural identity, developing social skills and responsibility, broadening the cultural base of the curriculum, and studying a particular group.
66. **MULTICULTURAL EDUCATION IN INFANT AND TODDLER SETTINGS.** Kimberlee Whaley and Elizabeth Blue Swadener. Childhood Education, Summer 1990. Describes ways infant-toddler multicultural education can nurture self-esteem, provide exposure to diverse cultures, foster cultural identity, and encourage empathy.
67. **PARENTS: VITAL KEY TO MULTICULTURAL PROGRAMMING.** E. Dollie Wolverton. National Head Start Bulletin, March 1988. Lists ways parents can be involved as resources for multicultural experiences which are relevant for children.
68. **SHARE THE HMONG CULTURE IN YOUR SCHOOL.** Nancy Fisher. This Wisconsin Department of Public Instruction information sheet describes the history of the Hmong and values of the Hmong culture.
69. **TAKING A CULTURALLY SENSITIVE APPROACH IN INFANT-TODDLER PROGRAMS.** Janet Gonzalez-Mena. Young Children, January 1992. Describes ways to resolve conflicts between parents and caregivers related to caregiving practices. Tips for responding to cultural conflicts in a sensitive, respectful manner.
70. **TO SOAR WITH THE EAGLES.** Lee Little Soldier. Childhood Education, January/February 1985. Describes the acculturation process necessary in school for a Native American child from a traditional home. The author suggests some values the child will have are a strength in the classroom and in other instances, if the child is to succeed in school and participate in mainstream America, how the Native American child must acquire new behaviors.
71. **UNDERSTANDING AMERICAN INDIAN CULTURE AND VALUES.** An information sheet prepared by the Wisconsin Department of Public Instruction. Describes cultural behavior, Native American values, and gives a list of don'ts.



72. **WHAT'S IN A NAME?** Robert D. Morrow. *Young Children*, September 1989. Describes how names among four Southeast Asian subgroups--Vietnamese, Cambodian, Laotian, and Hmong are structured, how they are written, and how people prefer to be addressed.
73. **WORKING WITH LESBIAN AND GAY PARENTS AND THEIR CHILDREN.** James W. Clay. *Young Children*, March 1990. Describes how child care providers can address the needs of lesbian and gay parents and their children. One suggestion is to address family diversity within a broader context.

FOR DIRECTORS

74. **HONORING DIVERSITY: PROBLEMS AND POSSIBILITIES FOR STAFF AND ORGANIZATION.** Margie Carter, Child Care Information Exchange, January 1988. This article is for directors. It outlines how diversity was the guiding principle for decision making and structuring a child care center's program, gives examples of how it influenced personnel policies and how staff differences were resolved. This is a chapter in the book, *Alike and Different: Exploring Our Humanity With Young Children*.
75. **LIVING WITH DIVERSITY.** Child Care Information Exchange, June 1990. This is a one page memo sent to parents and staff annually at a center where diversity was present. It is about accepting that all people are not the same and that quality care comes in many styles.
76. **STAFF MEETING--PRESTO!** Bonnie Neugebauer. Child Care Information Exchange, March 1987. Outlines a staff meeting for evaluating existing program resources for attitudes about diversity. Includes a checklist for books and materials.
77. **UNDERSTANDING BEHAVIOR IN MANAGING DIVERSITY.** Alan Weiss. *Managing Diversity*, 1(2), November 1991. Discusses how behavior may be attributed to attitude problems or an individual's background, and illustrates how such assumptions can be counterproductive. Outlines eight guidelines for managing behavior within a diverse workforce.

WORKING WITH NON-ENGLISH SPEAKING CHILDREN

78. **A NEW LANGUAGE, A NEW LIFE.** Katherine Cullen Sholtys. *Young Children*, March 1989. Describes a situation where a 4-year-old Cambodian refugee was frustrated in playing a card game. In an empowering way, the staff determined whether the problem was taking turns or brief experience with the English language. Gives eight recommendations for teachers of non-English speaking children newly entering a program and lists fourteen resources for teaching English as a second language.
79. **CHILDREN'S LANGUAGE: LEARNING WORDS FROM EXPERIENCE.** Celia Genishi. *Young Children*, November 1988. Describes how children learn words by interacting with things, rather than from being taught words. A brief but powerful section describes how Native American children became bilingual after interacting with an elder visiting the classroom.
80. **TEACHING PRESCHOOLERS IN A MULTILINGUAL CLASSROOM.** Glen T. Dixon and Susan Fraser. *Childhood Education*, March/April 1986. Tips for working with non-English speaking preschoolers: classroom activities, promoting the use of both English and home language, and working with parents.

81. **UNDERSTANDING BILINGUAL/BICULTURAL YOUNG CHILDREN.** Lourdes Diaz Soto. *Young Children*, January 1991. Describes misconceptions about second language acquisition, successful instructional approaches, and seven practical suggestions for teachers of young children.
82. **WORKING WITH NON-ENGLISH-SPEAKING CHILDREN.** Pam Schiller and Andrea B. Bermudez. *Texas Child Care Quarterly*, Winter 1988. Suggestions for working with non-English speaking children's language development and their developing self-concept through learning activities and social interaction.

UNDERSTANDING OURSELVES AND OTHERS

83. **A BOOK FOR EVERY FEELING.** Valerie Lewis and Monica Holmes. *Instructor*, March 1991. Being able to identify feelings is helpful when interacting with others. A first step for children is to learn feeling words. In this article, words to express feelings are identified for each letter of the alphabet from A-Z. Then a book is identified that will help you discuss that feeling. Some of the books are for preschoolers and some are for schoolagers. For preschoolers, you might want to select simpler words than those in this list.
84. **BEYOND "TEN LITTLE INDIANS" AND TURKEYS.** Patricia G. Ramsey. *Young Children*, September 1979. Discusses why you should not sing the song, "Ten Little Indians" and suggests alternatives to Pilgrim and Indian approaches to Thanksgiving.
85. **"CONFRONTING AND SEEKING TO OVERCOME RACISM AND CLASSISM IN EARLY CHILDHOOD EDUCATION."** Summary of notes taken at Asa Hilliard's keynote address at the 1992 Midwest AEYC Preconference, May 6, 1992, in Milwaukee, Wis. Defines racism and gives us an historical and psychological framework for understanding and resisting racism.
86. **COOPERATIVE GAMES.** *Texas Child Care Quarterly*. Outlines seven cooperative games for children ages 2 and older.



87. **FRIENDLY SONGS.** *Texas Child Care Quarterly*, Winter 1989. Words and notes for seven songs with themes of awareness of self, friendship, and cooperation.
88. **GLASNOST GAMES? THE CASE FOR COOPERATIVE PLAY.** Dr. Bill Michaelis. *School-Age Notes*, December 1990. Discusses why we should emphasize cooperative play in school age programs and lists cooperative play resource books.
89. **INTERRACIAL AWARENESS AND ACCEPTANCE.** An excerpt from the book, *Talks With Parents On Living With Preschoolers* by Lillian Katz. Describes the process by which children achieve awareness of racial groups.
90. **MEETING THE NEEDS OF ALL CHILDREN--AN INDIAN PERSPECTIVE.** Harold GossMan. *Child Care Information Exchange*, June 1989. Encourages us to look at Indians in the context of today's society and find out what Indian life is like today. The personal stories the author shares will give you an Indian perspective.

91. **NOTES FROM AN INDIAN TEACHER.** Rosemary Gonzales. A reprint from the book, *Books Without Bias: Through Indian Eyes*. This article will sensitize you to dominate culture experiences which are insensitive and may be uncomfortable for Native Americans.
92. **"PREKINDERGARTEN PEN PALS" A TASTE OF OTHER CULTURES.** S. Elizabeth Parrish. *Day Care and Early Education*, Spring 1989. Describes how two classes of four year olds communicated with each other through a group pen pal experience.
93. **PRAISE OR ENCOURAGEMENT?** Randy Hitz and Amy Driscoll. *Young Children*, July 1988. If we wish to promote autonomy, positive self esteem, a willingness to explore, and acceptance of self and others, encouragement rather than praise is the tool of choice. This article defines praise and encouragement, thereby giving us guidelines for the effective use of encouragement.
94. **WHEN THINGS DON'T WORK OUT.** A reprint from *Young Peacemakers Project Book* by Kathleen Fry-Miller and Judith Myers-Walls. Two activities are clearly outlined, dealing with problems people have getting along with each other. Useful for teaching feeling words.

APPRECIATING OUR CULTURAL HERITAGE

95. **A HOLIDAY PROGRAM THAT'S GOOD FOR CHILDREN.** Linda Ard. *Texas Child Care Quarterly*, Winter 1986. Ideas for a parent-child interactive Christmas party.
96. **CELEBRATE KWANZAA.** *Texas Child Care Quarterly*, Winter 1991. Kwanzaa is a Swahili word meaning first and signifies the first fruits of the harvest. Kwanzaa was developed in 1966 to reinforce the cultural, philosophical, and historical integrity of African-Americans. It is celebrated December 26 through January 1. This article describes the seven principles of Kwanzaa, suggests activities, and lists books to use with children.
97. **COYOTE IN THE CLASSROOM: THE USE OF AMERICAN-INDIAN ORAL TRADITION WITH YOUNG CHILDREN.** Terry Tafoya. Describes the important role of Native American stories and includes the story, "When Mosquitoes Ate People".
98. **CRAFTS OF MANY CULTURES.** Donna Dacey. *Instructor*, November/December 1991. Instructions for craft projects for Kwanzaa, Japanese New Year, and Christmas Mexican metal relief ornaments. For school-age.
99. **FROM A CHILD'S POINT OF VIEW: STUDYING THAILAND AND NIGERIA.** Cynthia Szymanski Sunal and Barbara Gibson Warash. The games and perhaps the stories would be appropriate for four and five year olds, the other activities are for school age. Resources cited give further sources of activities.
100. **GROUP GAMES FOR GLOBAL AWARENESS.** Barbara Hatcher, Dianne Pape, and R. Tim Nicosia. *Childhood Education*, Fall 1988. Describes how to play eleven games with origins in other countries. For ages 4-12.
101. **LITANY "WORDS TO A GRANDCHILD".** Chief Dan George. Native American words of wisdom to a grandchild shared by Deanna Cloud Lemieux, Wisconsin Intertribal Child Care.

102. **NATIVE AMERICAN MOONS.** A listing of the moons for each of the nations in Wisconsin and a brief description of their significance. We are including these to give you an understanding of the Native American culture in Wisconsin. This would be useful background information when you invite a resource person to your program.
103. **OJIBWA CREATION STORY.** Compiled by Cathy Nertoli. Anishinabe News, June 1979.
104. **PERCUSSION AROUND THE WORLD.** Barbara Langham. Texas Child Care Quarterly, Winter 1991. Describes percussion instruments from around the world. Suggests activities for toddlers, preschoolers, and school-age. Lists resources for caregivers and school-agers.
105. **TELLING THE STORIES.** An excerpt from the book, Keepers of the Earth. Suggestions for telling Native American stories.
106. **THE TRANSMISSION OF CULTURAL VALUES TO YOUNG AFRICAN AMERICAN CHILDREN.** Janice Hale. Young Children, September 1991. Encourages us to use folktales to motivate African-American children. Discusses the origin of a strong oral tradition and how it was used to transmit cultural values. Lists selected children's books and books for adult reading.
107. **UNLEARNING "INDIAN" STEREOTYPES.** June Sark Heinrich. Describes 10 don'ts for teaching about Native Americans and most significant lessons you can teach.
108. **WEATHER WHEEL.** Lac Courte Oreilles Headstart. A sketch of a Native American weather wheel. Children are asked to look outside and tell what the weather is like. The teacher then rotates the arrow to indicate that day's weather.
109. **WORDS THAT COME BEFORE ALL ELSE.** Native American litany emphasizes living in harmony with one another and other living things and gives thanks for the living things that surround us.

BROCHURES

We will send you free one copy of the following brochures. Please request by the number in front of the item. Phone 1-800-362-7353 or in the Madison area 266-1164.



110. **COOKING FOR PLEASURE AND HEALTH.** University of Wisconsin-Extension brochure on fixing traditional African American foods for lower fat eating. Six recipes are included.
111. **INDIAN TRIBES OF WISCONSIN.** A brochure from the Wisconsin Division of Tourism listing each of the eleven tribes in the state, a paragraph about the history of each tribe, their business operations and events held each year such as Annual Pow-Wows. Phone numbers are listed for tribal offices. If you are looking for a resource person for your program, this would be helpful.

112. **RAINBOW FLOWERS.** Not a brochure, but a packet of mixed seeds, absolutely free to the first 100 callers who ask for this item. Plant them and talk about the diversity in the flowers. Compliments of Jung's Seed Company, Randolph, WI. You must request at least one other item from this newsletter in order to receive the seeds.
113. **TEACHING YOUNG CHILDREN TO RESIST BIAS: WHAT PARENTS CAN DO.** NAEYC. Tips for parents and teachers to help children appreciate diversity and deal with others' biases.
114. **YOGURT RECIPES FROM AROUND THE WORLD.** 6 recipes from the National Dairy Board home economists.

Some of the pictorial symbols in this newsletter were taken from the Handbook of Pictorial Symbols by Rudolf Modley, Dover Publications.

You can still request articles, books, and videos from past issues of the Child Care Information Center Newsletter. We refer you to these back issues which have anti-bias resources.

No. 15 Developmentally Appropriate Practice--Summer 1989

No. 16 Developmentally Appropriate Practice--Fall 1989

No. 19 A Garden of Ideas for Growing Children (children's books and Spanish resources)--Spring 1991

No. 20 Science and Children: Encouraging a Sense of Wonder--Summer 1991

No. 21 Children With Special Needs Part I--Fall 1991

Please keep this newsletter and all back issues on file for reference when needed.

NEW VIDEOS

To borrow a video, call CCIC toll free at 1-800-362-7353 (266-1164 in the Madison area) and request by number. Waiting lists may be long, so let us know if you want to schedule a tape for a specific date or if you need it within a certain time period. (We would like to avoid all waiting lists, but then we could only afford to offer you one or two new tapes rather than ten!) TO KEEP WAITING TIMES TO A MINIMUM, PLEASE PLEASE PLEASE RETURN TAPES PROMPTLY AFTER ONE WEEK OF USE!

115. **CARING AND LEARNING.** Diane Trister Dodge, project director. Washington, DC: Teaching Strategies, Inc., 1991. VHS, color, 23 min. + user's guide.
Four family child care providers of differing backgrounds and means show how to provide developmentally appropriate programs and high-quality care in warm, loving environments. Caregivers arrange activities for children in nine different areas: blocks, toys, art, cooking, books, dramatic play, sand and water play, music and movement, outdoors.
116. **CHILD'S PLAY: THE WORLD OF LEARNING.** Portland, OR: Educational Productions Inc., 1989. VHS, color, 30 min. + viewer's guide + facilitator's guide.
Explains that providing children with rich and varied play experiences is the very best way to help them learn. Shows how everyday play activities help build large and small motor skills, social-emotional skills, thinking and language skills and the foundation for reading and writing.

117. **TIME TOGETHER: LEARNING TO PLAY WITH YOUNG CHILDREN.** Portland, OR: Educational Productions Inc., 1989. VHS, color, 30 min. + viewer's guide + facilitator's guide.
Teaches simple techniques that help any adult become a good play partner for a young child. Viewers learn when to join a child's play, when to step back, and the level of involvement that's appropriate; how to follow the child's lead and avoid taking over; how to help children focus on their play and stay involved so they can explore, discover and learn more.
118. **WORTHY WORK, WORTHLESS WAGES.** Produced by Margie Carter, in collaboration with the Child Care Directors Assn. of Greater Seattle & the Worthy Wages Task Force. Copyright Moving Images, 1991. VHS, color, 16 min. + viewer's guide.
Exciting review of Seattle's festive, entertaining and attention-grabbing Week of the Young Child Parade, for which many centers close. Child care workers articulately and engagingly explain the issues at a speak-out after the parade.
119. **BUILDING QUALITY CHILD CARE: AN OVERVIEW.** Written & produced by Jean Chase, South Carolina ETV. Washington, DC: NAEYC, 1989. VHS, color, 20 min.
Stresses that the base of quality is the caring/learning relationship between the caregiver and the child, a relationship that centers on the developmental needs of children. Also covers other elements of quality: size of group, training of teachers, health and safety, teacher/parent relationships, teachers' needs, low staff turnover, and other ingredients including love.
120. **BUILDING QUALITY CHILD CARE: HEALTH AND SAFETY.** Written & produced by Jean Chase, South Carolina ETV. Washington, DC: NAEYC, 1990. VHS, color, 20 min.
Simple, inexpensive steps you can take to keep the child care environment clean and to improve the chances that germs won't spread from person to person. Ways teachers can arrange the indoor and outdoor environment to reduce the chance of accidents but still invite learning.
121. **MUSIC ACROSS THE CURRICULUM.** Featuring Dr. Thomas Moore. Written & produced by Jean Chase, South Carolina ETV. Washington, DC: NAEYC, 1991. VHS, color, 20 min.
Dr. Thomas Moore explains and demonstrates that the true value of music extends across the curriculum and supports the total development of the child. Shows how to structure your use of music to get the best effects.
122. **WHOLE LANGUAGE LEARNING WITH GERRY OGLAN.** Produced by Jean Chase, South Carolina ETV. Washington, DC: NAEYC, 1990. VHS, color, 27 min.
In this interview with expert Gerry Oglan, we learn about the philosophy and history of whole language and its use in an early childhood classroom.
123. **MARIAN WRIGHT EDELMAN'S 1990 NAEYC CONFERENCE ADDRESS.** Washington, DC: NAEYC, 1991. VHS, color, 50 min.
In this inspiring keynote speech, Marian Wright Edelman of the Children's Defense Fund traces how child care advocates succeeded in making the 101st Congress the "Children's Congress" and reminds us of all that remains to be done for America's children and what we can do to make it happen.
124. **TESTING AND TRACKING.** By Asa Hilliard. Washington, DC: NAEYC, 1990. VHS, color, 36 min.
In this speech from NAEYC's 1989 Conference, Dr. Hilliard calls for a shift in our thinking about the use of assessment --a move away from using tests to classify and place children. Instead, he argues that tests have a remedial function and we should use them to "find and fix," i.e. diagnose and improve instruction for children.

OTHER RESOURCES

AUDIOVISUAL LIST AVAILABLE!!! Tapes on almost every topic you could be interested in related to child care. Do you belong to a Family Day Care Support Group that is looking for program ideas? Do you teach child care courses? Are you responsible for planning inservices for your child care center? How about a staff retreat and some time for planning? Are you planning a meeting for parents? Request a copy of CCIC's newly updated audiovisual list. Each video is annotated and includes running time. If you need a tape for a specific date, please specify that when ordering. If you can use it any time, you need not give us a date. We will send it as soon as we can. Request the AV List now to help you plan for these programs next fall. **Phone toll-free 1-800-362-7353 or in the Madison area 266-1164.**

We will send these in quantity to **Family Day Care Support Groups and County Child Care Provider Organizations** for distribution at your meeting. Let us know two weeks prior how many people usually attend your meeting, the name and address where we should ship them, and the date of your next meeting. Quantities will be shipped UPS, thus we will need your street address.

GUIDELINES FOR AIDS/HIV INFECTIONS AND OTHER COMMUNICABLE DISEASES. Department of Health and Social Services. Call us if you would like a copy of this 14 page publication. It discusses personnel management issues, hygiene procedures, disinfectants, HIV antibody testing, social and psychological aspects, confidentiality requirements, education for staff, and community resources. There is no cost, one copy per center or family day care.

SOUTH CENTRAL LIBRARY SYSTEM SERVING DAY CARE CENTERS IN COLUMBIA, DANE, GREEN, AND SAUK COUNTIES HAS 123 CHILDREN'S VIDEOS AND 16mm FILMS AVAILABLE FOR LOAN TO DAY CARE CENTERS AND FAMILY DAY CARE PROVIDERS. To schedule these call Madison Public Library's AV Department at 608-266-6318 or request them through your local public library. A list of titles and lending procedures are available from the South Central Library System libraries. The videos cannot be loaned to anyone other than day care centers and are not available outside of the South Central Library System lending area.

Libraries in the South Central Library System and libraries elsewhere in the state, have received Reading Readiness grants that funded the development of kits with books and flannel board stories, etc. for use in day care centers and family day care homes. To borrow the Reading Readiness Kits, check with your local library.

NOTE: *Each Licensed Family Day Care Home and Child Care Center in Wisconsin receives this newsletter. If you are receiving a copy and no longer providing care or if you are receiving two copies, we would appreciate it if you would let us know. Would you send us both labels, indicating which one is the correct address? Or, phone us toll-free at 1-800-362-7353 (or in the Madison area 266-1164) with the information. Thank you for helping us cut our costs.*